



Nursing & Allied Health Studies Department  
School of Health, Wellness & Human Services

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM  
KEYANO COLLEGE**

**COURSE SYLLABUS**

**NURSING 408**

*Acute Care Nursing Practice II*

**September 4, 2018 – December 14, 2018**

**NURS 408 Clinical Instructors:**

**Group A:**

**Group B:**

**Group C:**

**Group D:**

**Group E:**

R: 2018/05

# NURSING 408 Course Outline

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**NURSING 408  
ACUTE CARE NURSING PRACTICE II  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURS 408 Acute Care Nursing Practice II \*6 (fi 12) (either term, 0-16c-0)**

Professional nursing practice focuses on a comprehensive application of primary health care principles to clients experiencing acute variances in health across the life span. Practice occurs in primary, secondary and tertiary level acute care settings.

**Pre-requisites:** 113, 114, 115, 116, 206, 207, 307, and 308 (course # for last year)

**Co-requisite:** NURS 407, 409.

**COURSE HOURS**

**Lecture: 0**

**Seminar: 0**

**Clinical/Lab: 208**

**COURSE DESCRIPTION**

Professional nursing care of clients with complex disruptions of health will be the focus of clinical practice. Opportunities will be provided for students to engage in nursing practice with acutely ill adult clients. Advanced health assessment and interventions, management and health counseling and teaching will be emphasized.

**INSTRUCTOR INFORMATION**

Instructor A  
Phone (Office):  
e-mail:

Instructor D  
Phone (Office):  
e-mail:

Instructor B  
Phone (Office):  
e-mail:

Instructor E  
Phone (Office):  
e-mail:

Instructor C  
Phone (Office):  
e-mail:

Instructors are available for student consultation in their office. Please contact your Instructor or the Nursing Office (780-791-4889) to arrange a specific time.

## LEARNING OUTCOMES

### LEVELS OF INDEPENDENCE

(Based on the anticipated competencies of a fourth-year nursing student)

#### Levels of independence:

**With assistance:** The student requires direction and information.

**With minimal assistance:** The student requires *occasional* direction and information.

**With guidance:** The student requires clarification, prompting and confirmation.

**With minimal guidance:** The student requires *occasional* clarification, prompting and confirmation.

**Independently:** The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

**Direction:** The instructor tells the student what to do, about what steps to take.

**Information:** The instructor tells the student specifics about a concept or topic.

**Clarification:** The instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

**Prompting:** The instructor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

**Confirmation:** Instructor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

**Occasional:** Indicates that input is provided by instructor now and then.

### LEARNING OUTCOMES

#### Overarching statements:

Students are responsible to familiarize themselves *with Graduate Competencies and Year Outcomes Collaborative BScN*. Attention must be given to the competencies that are identified as being relevant to NURS 408.

Students must regularly refer to the document entitled *NEPAB's Condensed Version of CARNA's Entry-to-Practice Competencies for the Registered Nurses Profession (2013)*.

All students must practice in a manner that is consistent with:

- CARNA Entry-to-Practice Competencies for the Registered Nurses Profession (2013)

- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2008)
- University of Alberta Student Code of Behavior

**It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, ethical nursing care. Students who do not meet this expectation are at risk of failing NURS 408 prior to the end of the course.**

**In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 408, the nursing student will be able to:**

1. Demonstrate, with minimal guidance, the ability to practice in accordance with the graduate competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018*.
2. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients who are acutely ill and/or are in ambiguous complex situations, in a variety of settings (primarily hospitals and home care).
3. Demonstrate, with guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills, and teaching and learning principles.
4. Demonstrate knowledge of the relevance of primary health care to all areas of practice.
5. Demonstrate, independently or with minimal guidance, the ability to communicate effectively when interacting with clients, staff and colleagues.
6. Demonstrate, with minimal guidance, the ability to engage in evidence-based practice.
7. Demonstrate the ability to integrate knowledge into clinical practice.
8. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in inquiry-based learning, in all learning activities.
9. Demonstrate an understanding and application of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
10. Demonstrate an understanding and application of patient centered care and interdisciplinary practice.

## NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2018-2019) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student Rights Policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, Keyano College ID, watch with second hand, penlight, black pen, bandage scissors and stethoscope.

### PLAGIARISM

Please refer to **Appendix D** for the statement on plagiarism. The Tutorial regarding plagiarism can be found on Moodle and must be completed.

## LATE POLICY FOR ASSIGNMENTS

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the Instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

## POLICY STATEMENTS

This course outline acts as an agreement between the student and the instructor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar". - See more at: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xi)

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior, accessed at: <http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." -

See more at: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xii)

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx>

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.e)

Examinations: Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off. Please consult the 2018-2019 Keyano College Calendar for the policy statement on examinations.

## COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

**Please Note:** When accessing Moodle at Keyano College, please use Keyano email.

Inappropriate messages may be considered "harassment". Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the:

- Canadian Nurses Association (2008) *Code of ethics for Registered Nurses*, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality),
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

Please read **Appendix E** for nursing student role and responsibility expectations in the clinical setting.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC -167 (across from the Library).

## **OVERVIEW OF LEARNING EXPERIENCES**

### **CLINICAL PRACTICE**

“Clinical practice may include shift and weekend rotations”, as outline in the University of Alberta Calendar 2018-2019 under “Undergraduate Programs”-General Information-#4. See more at:

[http://ualberta.catalog.acalog.com/preview\\_program.php?catoid=6&poid=3224&returnto=3630](http://ualberta.catalog.acalog.com/preview_program.php?catoid=6&poid=3224&returnto=3630)

Components of this nursing practice experience will include:

- Twelve (12) hour shifts of clinical practice as per timetable and will provide the students with the opportunity to rotate through the Surgery and Medicine Units.
- Specialty areas will include Ambulatory Care, ICU, ER and Day Surgery. Specialty placement will be 8 or 12 hours depending on the area.
- See timetables for Clinical and Specialty Areas on Moodle for dates and times.

Students will be assigned to a designated Instructor in either group A, B, C, D or E throughout the clinical rotation and Nursing 408 will commence with course orientation on September 4, 2018.

If a student is absent from the clinical setting due to illness the following must occur:

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual Instructor will advise students on Instructor contact preference;
- The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.



Note: Students not following these requirements will be considered absent without leave and abandoning their patients. This may result in clinical failure.

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual Instructor will advise students on Instructor contact preference.

### OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 408, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments. In addition, students must demonstrate consistent integration of instructor feedback and improvement in the quality of nursing practice to a satisfactory level by the end of Nursing 408.

*Students must receive a minimum grade of (60%) in the ENP (Evaluation of Nursing Practice) for successful completion of this component of Nursing 408. As well, students must receive a Satisfactory rating in each of the categories on the ENP. Final Course Marks will be awarded based on the Percentage - Alpha Grading System (**Appendix B**).*

*Unsuccessful performance in a clinical course will result in a grade of F regardless of withdrawal date.*

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail <b>September 6, 2018 (0800 – 0845)</b>		
Clinical OSCE	To be scheduled	Pass/Fail
Evaluation of Nursing Practice	<b>December 14, 2018</b> Dates due may vary depending on Group (see Timetable for due date)	70%
Theory Exam	<b>December 13, 2018</b>	30%
TOTAL		100%

Given that this is a fourth Year University of Alberta Course please note the following: The final course grade is based on a combination of absolute academic achievement (an individual student's course summary mark) and relative performance (a comparison of a student's term

summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2018-2019 University of Alberta Calendar [Section 23.4(5)]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C-
Poor	D+
Minimal Pass	D
Failure	F

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.

### **MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)**

In an effort to ensure that students will be able to administer medications safely, (protecting the Public Interest), a Medication Administration Safety Screen (MASS) will be completed. The screen will include appropriate level application of dosage calculations, medication preparation and administration protocols. This screen will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage, including calculations required to administer oral, and intradermal, subcutaneous and intra-muscular medications.

In preparation, students are expected to read Chapter 8 (starting at page 207 to end), Chapter 9, and Chapter 10 in the textbook from the following text:

Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia, PA: Lippincott.

Complete Proficiency Tests from Chapter 8 (starting at page 207 to end), Chapter 9, and Chapter 10 and hand in by **Wednesday, September 5, 2018**. In addition, please review chapters 1 through 7, chapter 8 up to page 206, and chapters 12 & 13 in preparation for MASS exam.

The MASS Exam is scheduled to be written on **September 6, 2018, at 0800 – 0845 hours**. Students may use a basic calculator in the exam. The pass mark is 90%. Refer to course timetable for location. Any required changes in time/room number will be communicated on Moodle.

Students who are unsuccessful will be given the opportunity to write one (1) supplemental exam, which must be completed within one week. If necessary, the student and the Instructor will schedule the MASS re-write in the Skill Centre at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

Additional learning activities will be available for students who do not achieve 90% on the first MASS to ensure safe Medication Administration. Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam.

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 408.

### **OSCE (OBJECTIVE STRUCTURED CLINICAL EXAMINATION)**

The OSCE is an objective method of assessing a student's clinical competence with objective evaluation criteria that is determined in advance. The OSCE is purported to have the potential for testing a wide range of knowledge and skills.

During this clinical rotation, at a time agreed upon by the instructor and the student, the ability of the student to demonstrate correct administration of direct IV medications and/or intermittent infusion using mini-bags will be assessed. Because passing the OSCE component of the course is required, it is highly recommended that this OSCE be completed by the midway point in the clinical rotation.

Students must successfully complete their OSCE in order to pass Nursing 408. The pass mark for the OSCEs is 80%.

Students who do not successfully pass the OSCE on the first attempt will have one additional attempt. Students who are not successful on the second attempt will receive a failing grade of D in Nursing 408.

### **THEORY EXAM**

The Theory Exam consists of 100 multiple choice questions. The exam is scheduled for December 13, 2018 from 0900 – 1130 hours. This exam covers all of the theory covered to the end of this course as well as any knowledge students are required to have in order to be successful in the clinical setting. Please refer to **Appendix C** for Expectations of Students Writing On-Line Exams.

### **EVALUATION OF NURSING PRACTICE**

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (**Appendix A**).

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the Instructor and may be supplemented with input from the student, peers, staff in the clinical setting, clients and/or families, and other nursing Instructors.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process (i.e. nursing diagnosis, goals, interventions, and evaluation of client care).

- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications, etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the Instructor during pre-conference, post-conference and during clinical time.

If a student is not adequately prepared for clinical to deliver safe, knowledgeable and ethical care to assigned client(s), the Instructor may request that the student leave the unit. Being adequately prepared also includes having a plan of care that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all ten components of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the Instructor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the Instructor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the required learning outcomes will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

Written reflection may be required as part of the weekly and mid-terms evaluations depending on the Instructor. Additional written reflection may be required by individual instructors based on student progress.

### Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions during pre-conferences, throughout the clinical shifts, during post-conferences, and during midterm and final evaluations.

Students are highly encouraged to critically reflect on their nursing practice throughout the course. Confidentiality MUST be maintained when describing a clinical incident.

Recommended guidelines for Critical Self-Reflection (also known as Reflective Journaling):

- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.

- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

### Weekly / Midterm Evaluations:

Instructors may elect to do weekly evaluations with students. Weekly evaluations will be reviewed with the student and signed by both the Instructor and the Student. Weekly evaluations will be attached to the back of the Final ENP.

If weekly evaluations are not done then a Midterm Evaluation will occur at the end of six (12 hour) shifts. After six shifts students will move to another unit (i.e., if on Medicine will move to Surgery). The Instructor and student will meet for the midterm evaluations at predetermined times as set-up by the Instructor in advance. Students must come to the meeting prepared.

Students must complete a Self-Evaluation (See **Appendix A**) including:

- a) Completion of each of the ten (10) sections of the ENP using the midterm section (MT) for the Student. The Student will provide one to two examples per section indicating how they met specific criteria. At the end of the ENP, the student shall write a summary that outlines strategies to improve clinical practice and recommendations for growth in the second half of the course. Strategies should be based on literature and referenced.
- b) Students must come to the midterm evaluation prepared to discuss strategies to improve clinical practice and recommendations for growth. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
- c) Critical self-reflection is required as part of each mid-term. The student is expected to discuss one event that occurred during their clinical experience and follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

Being unprepared for mid-term evaluation will be reflected in the ENP.

### Final Written Evaluations:

Final evaluations will be scheduled and occur after the last scheduled shift (as organized by the Instructor) in the Instructor's office. Appointment times will be allotted by the Instructor. A final written summative evaluation will be completed by the student and the Instructor based on the Evaluation of Nursing Practice (ENP) (**Appendix A**).

Students must complete a Self-Evaluation including:

- a. Completion of each of the ten (10) sections of the ENP with one to two examples per section of how the student met specific criteria. At the end of the ENP, the student should write a summary that outlines strategies to improve clinical practice in the next clinical course. Strategies should be based on literature and referenced.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Instructor.

Please submit to your Instructor, via e-mail or hard copy, the completed ENP and your personalized article(s) three days prior to your final evaluation or on the date specified on the Timetable.

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 408, which can be accessed through Moodle or the following link: <http://keyano.fluidsurveys.com/s/nursing-student-evaluation/>

Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

### **CODE OF ETHICS**

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 408 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2018-2019) or access in the following link:

<http://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/code-of-ethics-for-registered-nurses.pdf?la=en>

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2018-2019) or access in the following link:

[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN\\_EntryPracticeCompetencies\\_May2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf)

## **REQUIRED TEXTS**

All previously required Collaborative BScN Program textbooks will be used during this course, including all books purchased for Year 4.

## Appendix A

### Nursing 408 Evaluation of Nursing Practice

Student: ID:	Clinical Faculty: Section #:
Placement: Health Centre	Posting Dates: From: _____ To: _____
Days Absent/Sick:	Provided student with copy of evaluation: Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Final mark:        /40</b>	

*\*Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018*

<b>PASS</b>	<b>Excellent (4):</b>	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, all of the time.
	<b>Very Good (3.5):</b>	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, majority of the time.
	<b>Good (3.0):</b>	Student meets the objectives at a "Level of Independence" greater than identified on the ENP some of the time.
	<b>Satisfactory (2.5):</b>	Student meets the objectives at a "Level of Independence" required on the ENP.
<b>FAIL</b>	<b>Unsatisfactory (&lt;2.5)</b>	Student fails to meet the objectives at a "Level of Independence" required on the ENP.

**Note:**

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018*. All courses contribute to the acquisition of each competence. All students are responsible for integrating all knowledge and skills covered in previous and concurrent coursework.
- If a section is grayed out, it indicates that a competency partially applies in this particular clinical course.

**LEVEL OF INDEPENDENCE (There is an expected progression within a course and between levels).**

The following levels of independence will be utilized (unless otherwise indicated):

Levels	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 3, senior 1	With minimal assistance → with guidance	The student requires <i>occasional</i> direction and information → The student requires clarification, prompting and confirmation.

**Definition of terms:**

**Direction:** faculty tells student what to do, about steps to take

**Information:** faculty tells student specifics about a concept, topic



**Clarification:** faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

**Prompting:** faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

**Confirmation:** faculty provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides faculty with information and/or direction and asks specific questions about the information.

**Occasional:** indicates that input is provided by faculty now and then.

**UNIVERSITY OF ALBERTA - FACULTY OF NURSING**  
**NURS 408 Evaluation of Nursing Practice**

Student is to complete ENP and send to faculty electronically through University of Alberta email. Examples required.

Faculty documentation with specific examples are required if faculty disagrees.

**RELATED COURSE OBJECTIVE:**

Demonstrate the ability to practice in accordance with NURS 408 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018*.

<b>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</b>					<b>Final Mark</b>	
Demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.					/4	
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
		MT	F	MT	F	
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
1.3.1	➤ <b>Independently</b> represents self by first and last name and professional designation (protected title) to clients and the health care team.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1.3	➤ (Professional Qualities and Attributes) Demonstrates attributes of: accountability and responsibility, beginning confidence and self-awareness, a professional presence, initiative, collaboration with the care team and significance of professional activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

2.3	➤ (Critical thinking and problem solving) Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload and time management.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.3	➤ (Professional accountability and responsibility for safe practice) Understands, promotes, and enacts all aspects of safe practice for self, clients and others, including awareness of individual competence within the legislated scope of practice and professional responsibility to take action on recognized unsafe health care practices and workplace safety risks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4.3	➤ (Promoting excellent and healthy workplaces) Promotes a healthy culturally safe practice environment, including the use of basic conflict resolution strategies and the critical assessment, application, evaluation and improvement of protocols, policies and procedures.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>2. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
<b>A. Specialized Body of Knowledge</b> Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>	<b>Faculty Assessment (Yes/No)</b>	<b>Student's examples</b>		<b>/4</b>

<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
<b>5.3</b>	➤ Demonstrates knowledge in current and emerging health care issues and challenges, including relevant related knowledge of: workplace health and safety, community development and population health, global and community health and safety, primary care, determinants of health, health disparities and inequities and population health.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>6.3</b>	➤ Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>7.3</b>	➤ Develops an increasing knowledge about human growth and development of persons, groups, communities and populations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>8.3</b>	➤ Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, immunology.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>9.3</b>	➤ Demonstrates knowledge in nursing science, social sciences and humanities, including theoretical and practical knowledge of relational practices foundational to nursing care and the contribution of registered nurse practice to the	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	achievement of positive health outcomes.					
10.3	➤ Accesses, critiques and uses research in care with colleagues; collaborates and participates in knowledge development to support current, competent, safe care and practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>3. KNOWLEDGE – BASED PRACTICE</b>						<b>Final Mark</b>
<b>B. Competent Application of Knowledge</b>						
Demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas about the provision of nursing care (Ongoing comprehensive assessment; health care planning; providing nursing care, and; evaluation). The provision of nursing care is an iterative process of critical inquiry and is not linear in nature. 1: Ongoing Comprehensive Assessment - Incorporates critical inquiry and relational practice to conduct a comprehensive client-focused assessment that emphasizes client input and the determinants of health.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
11.3	➤ (Client engagement) Reduces effect of positional power and personal bias while actively engaging the client in holistic, capacity-based assessment and goal setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12.3	➤ (Critical Thinking) Uses anticipatory planning, analyzes and interprets data and collaborates with the health team during ongoing assessment of the client's actual and potential health status and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	identification of their needs, capacities and goals.					
13.3	➤ (Tools and techniques) Uses appropriate, comprehensive assessment tools and information and communication technologies to assess clients and support information synthesis, complying with evidence-informed practice, agency policies and protocols and completing assessments in a timely manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>4. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
<b>B. Competent Application of Knowledge</b>						
Area 2: Health care planning: within the context of critical inquiry and relational practice, plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients' knowledge and preferences, and factors within the health care setting.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
14.3	➤ (Client Engagement) Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15.3	➤ (Anticipatory planning skills) Uses critical inquiry and principles of primary health care to initiate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	appropriate planning for clients' anticipated health problems, client and staff safety concerns and the need for consultation with the client and team to promote continuity of care and manage complex problems.					
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>5. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
Area 3: Providing Registered Nursing Care: provides client-centred care in situations related to: <ul style="list-style-type: none"> <li>• health promotion, prevention and population health;</li> <li>• maternal/child health;</li> <li>• altered health status including acute and chronic physical and mental health conditions and rehabilitative care;</li> <li>• palliative care and end-of-life care.</li> </ul>						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
<b>16.3</b>	➤ (Safety) Performs effectively in rapidly changing client condition; applies bio-hazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>17.3</b>	➤ (Prevention) Incorporates principles of population health and engages prevention strategies when providing client care and promoting the health and safety of clients, groups, self and others.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>18.3</b>	➤ (Evidence-Informed Care)	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	

	Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing care.	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
19.3	➤ (Supportive client-centered care) Provides culturally safe, competent, client-centered care (during acute, chronic or palliative health challenges) that is supportive of and attends to client: development and role transition, decisions re health outcomes, informed choices re care, and the use of learning plans and strategies for promoting optimal health by accessing and building upon capacities and available resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20.3	➤ (Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21.3	➤ (Organization, skill and clinical judgment) Prioritizes and provide timely care and consult as necessary in complex and rapidly changing client situation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22.3	➤ (Organization, skill and clinical judgment) Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<b>MT:</b>				

	Faculty's comments	F:					
<b>6. KNOWLEDGE-BASED PRACTICE</b>						Final Mark	
<b>B: Competent Application of Knowledge</b> Area 4: Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.							
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	/4
Levels of independence (beginning of term → end of term): With guidance → with minimal guidance		MT	F	MT	F		
23.3	➤ (Evaluation) In consultation with the client and health team, engages in timely, critical monitoring of the client's care outcomes, verifying client knowledge and skills, modifying and individualizing care as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
24.3	➤ (Documentation) Provides concise, accurate, timely reports and documentation of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Faculty's comments	MT:					
		F:					
<b>7. KNOWLEDGE-BASED PRACTICE</b>						Final Mark	
<b>B: Competent Application of Knowledge</b> Area 4: Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.							
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	/4
Levels of independence (beginning of term → end of term): With guidance → with minimal guidance		MT	F	MT	F		
25.3	➤ (Ethical competence) Promotes a safe, ethical, caring environment for clients and colleagues characterized by: self-awareness, understanding of appropriate boundaries, competent	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		



	relational practices and ability to use principled ethical reasoning.					
26.3	➤ (Knowledgeable ethical practice) Practices according to the CNA Code of Ethics including care for all persons, inclusive of culture and religious beliefs and based on knowledge and understanding of: ethical responsibilities and legal obligations, informed consent, client autonomy, advocacy privacy, confidentiality and security.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>8. SERVICE TO PUBLIC</b>						<b>Final Mark</b>
Demonstrate an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
27.3	➤ (Team Work) Demonstrates leadership in coordination of health care, promotion of interprofessional collaboration, team communication and development, including knowledge of the scope of practice of members and the appropriate assignment, delegation and supervision of work within the team to facilitate continuity of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
28.3	➤ (Knowledge of systems and change) Uses knowledge of all levels of the health care system to: assess and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	improve organizational culture, enhance the quality of professional and safe practice environment, use established policies and protocols within and across health care sectors, advocate for access to resources, and assess and promote effective change.					
29.3	➤ (Knowledge of systems and change) Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	Not applicable				
30.3	➤ (Workplace health and safety) Applies principles of workplace health and safety to protect the public, the environment, clients, self and colleagues from all forms of injury or abuse; safely and effectively manages resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>9. SELF-REGULATION</b> Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.						<b>Final Mark</b>
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>	<b>Faculty Assessment (Yes/No)</b>	<b>Student's examples</b>		<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
31.3	➤ (Self-Regulation) Understands the unique role and mandate of CARNA and the nursing profession as legislated and self-regulating.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

32.3	➤ (Self-regulation) Assumes individual responsibilities for all aspects of professional-legal privilege and public trust by assessing and maintaining competence and fitness to practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>10. INQUIRY LEARNING</b>						<b>Final Mark</b>
Demonstrate competency with the application of the elements of inquiry learning in theory, laboratory and clinical experiences.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
33.3	➤ Demonstrates competency with the application of the elements of inquiry learning in class, laboratory and clinical experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
34.3	➤ Demonstrates the ability to deal with ambiguity and diversity.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
35.3	➤ Demonstrates mentorship in professional practice at a beginning level	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
36.3	➤ Demonstrates understanding of content through scholarly writing.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				

Midterm further comments/recommendations for growth:

Student's comments and recommendations:

**Faculty's comments and recommendations:**

**Student (PRINT NAME):**

**Student (SIGNATURE):** \_\_\_\_\_

**Date:**

**Clinical Faculty (PRINT NAME):**

**Clinical Faculty (SIGNATURE):** \_\_\_\_\_

**Date:**

## Nursing 408 Evaluation of Nursing Practice - FINAL RECOMMENDATIONS

Student: _____ ID: _____	Clinical Faculty: _____ Section #: _____
Placement: Health Centre _____	Posting Dates: Days Absent/Sick: _____
Electronic copy to student    Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Final recommendations to support student development in further clinical courses (specific to the student’s clinical practice):**

Student Recommendations:

Faculty’s recommendations:

*Student is to share and discuss these recommendations with their next clinical faculty.*

**Student (PRINT NAME):**

**Student (SIGNATURE):** \_\_\_\_\_

**Date:**

Please Note: Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.

**Clinical Faculty (PRINT NAME):**

**Clinical Faculty (SIGNATURE):** \_\_\_\_\_

**Date:**

Please Note: This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act. For further information, please contact the Associate Dean Undergraduate Programs in the Faculty of Nursing.

**Appendix B**  
**Keyano College Percentage – Alpha Grading System**

<b>Descriptor</b>	<b>Percentage Scale</b>	<b>Alpha Scale</b>
<b>Excellent</b>	<b>96-100</b>	<b>A+</b>
	<b>90-95</b>	<b>A</b>
	<b>85-89</b>	<b>A-</b>
<b>Good</b>	<b>80-84</b>	<b>B+</b>
	<b>76-79</b>	<b>B</b>
	<b>72-75</b>	<b>B-</b>
<b>Satisfactory</b>	<b>68-71</b>	<b>C+</b>
	<b>64-67</b>	<b>C</b>
<b>Minimum Pass</b>	<b>60-63</b>	<b>C-</b>
<b>Poor</b>	<b>55-59</b>	<b>D+</b>
	<b>50-54</b>	<b>D</b>
<b>Failure</b>	<b>0-49</b>	<b>F</b>

## Appendix C

### Expectations of Students Writing On-Line Exams

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

## **Appendix D**

### **Statement on Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.
3. All new students must complete the plagiarism tutorial.



## Appendix E

### Nursing Student – Roles & Responsibilities

Working in health care gives nursing students special responsibilities. Students apply their knowledge and skills in the care of clients under the guidance of an instructor. Student's behaviour should reflect the values of NLHC at all times. Policies and guidelines for clinical placement are designed to facilitate student identity, patient safety and comfort, and infection control.

#### The student will:

- Demonstrate an understanding of the objectives and learning outcomes of the Nursing 408 course.
- Demonstrate self-motivation and independence in their approach to enhance their own learning.
- Look for opportunities to learn and recognize the wealth of information available in the clinical area.
- Be prepared for each clinical shift and portray a professional manner.
- Comply with the Student Handbook policy with regard to dress code and required equipment.
- Be punctual when reporting to their designated clinical area.
- Respect the safety and well-being of clients in the clinical learning experience.
- Adhere to general rules, policies, and regulations of NLHC.
- Ensure that nurses and physicians have "right of access" to client's charts at all times.
- Obtain a report from a staff nurse prior to giving care and collaborate with staff members who retain responsibility for the clients.
- Immediately inform staff nurse and instructor of significant changes in a client's condition.
- Introduce themselves appropriately to clients and ask permission to participate in their care.
- Use clear, accurate and effective communication skills in professional interactions.
- Recognize her/his knowledge, skills and abilities, limits of responsibilities, legislative authority and supervision requirements.
- Recognize that's she/he is accountable for the quality of care she/he provides within the established objectives.
- Recognize her/his responsibility to notify the instructor if they are not achieving objectives due to the clinical setting.
- Communicate situations of conflict in which a student perceives that his or her individual cultural values, ethics, or religious beliefs are in direct conflict with specific aspects of the clinical or observation experience.
- Check with the staff nurse before administering any medications to clients.
- Ensure all documentation is complete before leaving the clinical area.
- Document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- Give a report to the staff nurse on the condition and care of the assigned client(s) before leaving the clinical area.

- Implement measures to promote a safe environment for each client.
- Incorporate health promotion and all levels of prevention in their nursing practice with clients/families.
- Delineate, establish, and maintain professional boundaries with each client.
- Provide privacy during assessment and any interventions with the client/family.
- Provide care to assigned client(s) without discrimination and treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- Know the infection control, safety, fire, and emergency procedures of the NLHC.
- Be friendly, courteous & polite.
- Immediately report any incidents/accidents during the clinical experience.

**Students are *NOT* permitted to:**

- Ø Perform delegated medical acts.
- Ø Act as a witness under any circumstances or for any purpose.
- Ø Provide second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking and double signing.
- Ø Perform any skill or procedure that the student has not attained competency without the instructor or co-assigned nurse.
- Ø Take verbal or telephone orders.
- Ø Count narcotics or carry narcotic keys.
- Ø Initiate blood or blood products.
- Ø Remove a chest tube or discontinue chest drainage.
- Ø Initiate or discontinue central lines or epidural infusions.
- Ø Transport clients/residents alone when the presence of an RN/LPN is required.
- Ø Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
- Ø Falsify any client record or any other document prepared or utilized in the NLHC.
- Ø Eat, drink, and chew gum in client care areas.
- Ø Use cellular telephones in the clinical setting.